**The Core and MORE Instruction Checklist**

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| **The CCSS Standard:**  **The Envision Lesson: 5-5 Using an Expanded Algorithm** JJessica & Melody | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
|  | Array  Partial products |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| Start with Daily Spiral Review 5-5, individually. Correct.  Write the “Pose the Problem” from pg. 106B on the board for students to solve. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. How will you explicitly teach new vocabulary? 2. How will you provide multiple opportunities for vocabulary to be used in context?   Review array definition. Teach/review the mnemonic device RC cars to remember rows then columns. Students will use centimeter cubes to create arrays. Have one student bring example up to document camera. Ask is this an example or non-example. Prove. What real world examples can you think of?  Introduce partial products as a new vocabulary term using the Frayer model web (or fold over math notebook page in fourths vertically – to make sections – and use that for your vocabulary – definition, characteristics, examples, non-examples). Relate similarity back to break-apart strategy in 5-2.  Example of folded page in opened notebook | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  “When we multiply, do the numbers get larger or smaller?” “Why?”  Students will use place-value blocks to visually build arrays for Guided Practice problems. Students will put arrays under the document camera to share. “Is that reasonable?” “Why would we want to break the double digit factor apart?” “How does breaking apart the double digit number change the numbers in the problem?” “Is there another method you used or could use to solve this problem in a different way?” If more practice needed, teacher will give more problems on the board for them to solve. During this practice, have students partner check. | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  Teacher will write first few problems of independent practice pg. 107, #4 & #5 on the board. Have students solve independently. Explain how you solved the problem to your partner. Is there a different way? Review the answers on the board.  Students will use the centimeter grid paper to draw place-value blocks to solve the following problem, which will be written on the board.  17x4 =  Share with partners. How do you know your answer is correct? | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*  Assign students independent practice problems, as in class work.  Use Investigations Student Activity Book pg. 12 & 13 from unit 3 to differentiate your instruction. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
| Do the Quick Check pg. 53 individually. Then correct as a class. Ask if someone got a different answer. If so, solve problem in the board to see which is correct (why they got it wrong). Collect papers with scores. | |
| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
| Use Toss & Talk center activities (pg. 9 &10, copied front/back). Number cubes needed. | |
| **HOMEWORK** | |
| Assign leveled homework, reteaching, practice and enrichment. | |